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# The Modern Languages Forum

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# MODERN LANGUAGES FORUM

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## ALLEGED LINGUISTIC INCAPACITY \*

JOHN W. TODD, *University of Southern California*

**T**HROUGH the general direction of the Modern Foreign Language Study and under the auspices of the American Council on Education and the United States Bureau of Education, an extended study is being made of the various elements, pedagogical, psychological and administrative, that may prove conducive to the proper and better methods of teaching and learning a foreign language.

This great organization intends to leave no angle of the general problem unsurveyed. It recognizes to the fullest extent every instrument of measurement extant and is at this moment pioneering in the derivation of scales for new fields. Its zeal in this direction is at once a stimulus and an admonition to the students of human measurements. Never in the history of education, it is my opinion, has there been so splendidly organized and concerted an attempt to become as intelligent and as direct as possible in teaching something as is this co-operative investigation by the Modern Foreign Language Study of the teaching of foreign languages. Teaching something should have been always a highly conscious and intelligent activity—but it has not been. Long ago there should have been a great clearing-house, similar to the "Committee on Direction and Control" of the Modern Foreign Language Study, instituted for the purpose of receiving reports from a field nation-wide in scope and of sending back into the field for the use of the multitude of workers there the best experience of the greatest number.

Teaching something to some one is a delicate act. It involves the understanding of the thing taught, an understanding of the individual to whom it is taught and an understanding of the method by which it should be taught. All instruction is a three-sided affair consisting of the subject matter, the learner, and the teaching instrumentalities. Teaching is a delicate process,

\*(Address delivered before the regular meeting of the Modern Language Association of Southern California, Los Angeles, October 31st, 1925. Dr. Todd is Professor of Psychology.—Editor.)

for the correct phases of the subject matter should be offered in some particular way and at a certain time in the learner's developmental history. There is a *right* time and a *ripe* time for everything. This important pedagogic-psychological principle is clearly seen in the realms of physical and mental development. Posture, acrobatic prowess and finger dexterities are best taught in the "green" years of skeletal and muscular age. Between ten and fourteen is the "golden age" of rote memory during which things learned may be retained throughout a life time. This was not possible before that time and will not be possible thereafter.

I have mentioned these things to indicate how complicated and involved is the business of rationalizing any type of education. It has been a difficult matter to shift from the old impressionistic or rule-of-thumb methods to the scientific. There are three explanations of this: First, the inertia of the old methods carried forward by teachers of the old school whose slogan seems to have been, "The old time teaching is good enough for us!" Second, the very nature of the *field* of education itself, namely, the human mind. The human mind is so variable even under constant conditions that many despaired of ever being able to gauge it. A third reason why it was difficult to forsake rule-of-thumb educational methods for scientific ones was the general doubt concerning the possibility of measuring a complex mental trait. It was generally conceded that a sensory capacity could be measured although there was almost universal doubt concerning the possibility of measuring general intelligence or special aptitude. I was present, some ten years ago, when Thorndike, speaking to an audience of teachers, said, "These tests will not replace skill; they will not replace tact; they will not replace kindness; they will not replace enthusiasm or nobility. On the other hand, they will not in any sense harm us, and they will be useful as helps, no matter how ideal our aims. Our ideals may be



as lofty as you please, but if they are real ideals they are ideals for achieving something; and if anything real is ever achieved it can be measured. Not perhaps now, or perhaps in fifty years from now; but if a thing exists, it exists in some amount; and if it exists in some amount *it can be measured*. I am suspicious of educational achievements which are so subtle and refined and spiritual that they can not be measured. I fear that they do not exist."

The opinion that complex psychical phenomena cannot be mathematically represented is of comparatively remote origin. Malebranche in 1675 contended that in comparing mental states we are able only to perceive differences in quality which can never be represented in quantitative expressions. This objection of over two hundred years ago is heard even to-day. Again, in the eighteenth century the question of measuring psychical phenomena arose with its advocates and opponents. Ploucquet in 1763 questioned the possibility of using number concepts to represent the quantity of a psychological trait or experience. Immanuel Kant in about the year 1786 seems to have taken a positive view of mathematical psychology as is shown by the following quotation: "... (psychical) phenomena, according to their appearance or according to the reality of their perception, can be produced according to the rules of a mathematical synthesis, and that, therefore, in the one case as in the other, number values can be used. I can, for example, put together and decide *a priori* that the intensity of the sensation of sunlight is equal to, say, two hundred thousand times the brightness of the moon." It seems, however, that Ploucquet's writings finally caused Kant to change his opinion. But another contemporary, Eberhard, 1776, wrote: "... the comparison of the values of images according to the degree of clearness leads to a mathematics of the soul." This expression sounds more medieval than Eberhard meant, as in his day metaphysics, psychology and theology were not clearly differentiated.

Thru the nineteenth century the arguments for and against psychical measurements continued. Galuppi in 1810 contended that while the *object* of a sensation can be measured, the sensation itself is not measurable. Others considered psychical

measurements as natural and agreed to them as matters of course. The most successful earlier attempts to measure psychical experiences were in the field of sensation and are represented by the laws of Weber, 1834, and of Fechner, 1860. While these laws have been proven of partial validity only, they have nevertheless an important place in the history of the development of psychical measurements. They were the first definite attempts to reduce psychical phenomena to mathematical terms, and attracted much attention. In fact they started a movement towards psycho-physical measurement that has in the present day entered upon its larger history.

The first definite suggestions in the direction of the actual measurement of the more complex human functions seem to have been made by Galton and Cattell, although Binet had established at the Sarbonne in 1889 the first psychological laboratory in France and probably Europe. About the year 1890 Galton established a laboratory in the South Kensington Museum at Oxford. At the Philadelphia meeting of the American Psychological Association in 1894 a committee was appointed consisting of Cattell, Baldwin, Jastrow and others to consider "the feasibility of cooperation among the various psychological laboratories in the collection of mental and physical statistics," and at the meeting of the American Association for the Advancement of Science (Buffalo, 1896) a standing committee was appointed "to organize an ethnographic survey of the white race in the United States." One member of the committee, Cattell, urged that psychological tests be included in the proposed survey, but the suggestion appears not to have been enthusiastically received. Psychological tests, at that time, were considered by many as entertaining tricks of little practical value. In 1896 Cattell established a laboratory for the purpose of testing Freshmen on entering Columbia University and suggested at this time that "children in the schools might be tested with special advantage." This suggestion also appears not to have been enthusiastically received.

Although it has taken over thirty years to convince the teaching profession in America of the necessity of evaluating its

concepts and revamping its theories, it is true today that there are persons functioning as agents of instruction who are not quite convinced of this necessity. They are the educational fundamentalists who are content to leave "well enough" alone; they are the educational pragmatists who accept any concept and employ any method so long as they think it works. But this is only a way to get *around* difficulties, not through with them. Difficulties thus obviated are none the less unsolved. They will become the stumbling blocks of the next pedagogical generation.

Recently it became my privilege to assume the task of working out a plan, from the psychological angle, for the solution of so-called linguistic incapacity. I am discovering that this question is one of the most "subtle" and "intangible" problems I have ever undertaken. Our faith in our tests and confidence that elusive human mentality is measurable will be taxed to the utmost. For many years teachers of language have spoken freely of a "linguistic incapacity" as if it were as much a unitary fact as the lack of musical genius or the normal memory span. They have spoken of it as a *missing talent* for which its unfortunate possessor was as blameless as was an individual with color-blind vision. A few years ago while teaching in a mid-western university my interest was aroused by the action of a committee in excusing a young man from the foreign language requirement on the ground that he lacked the "language sense." The individual was linguistically incapacious and there was nothing to be done about it. Nature had set the limit beyond which this learner could not be brought by no matter how much hard work on his own account or fine teaching on the part of others. The only thing to be done was to tolerate him on the margin of the class or to excuse him altogether.

At the present time I am preparing to challenge this old concept. I am assuming its negative, but am in search of its truth. My opinion shall not unduly prepossess me, but will motivate me to seek evidence *pro* or *con*. If careful experimentation does not produce evidence contrary to the old concept, then I shall readily concede that it is true and that there is such a thing as a language-learning talent. I shall be greatly

pleased to discover that I was wrong.

I have made it the purpose of this paper to outline the general problems of educational research so as to convince the members of this Association of my need of their assistance toward the solution of the problem of linguistic inaptitudes, or failure to make proper progress in the acquisition of a foreign language. It seems profitable therefore to raise the question in our minds and cause it to stand out in as much perspective as possible, for certainly we have permitted it to incorporate itself somewhat comfortably among the seemingly settled problems of our lives. The problem of linguistic incapacity is a major problem with a constellation of minor problems clustered about it. Some of these problems are *logical* while others are *psychological*. Cognizance of them all must be taken, although examination of them all may not be possible. The superficial consideration of these problems leads to the suspicion that some of them are for and some are against the linguistic-capacity conception. Some of the more overt *logical aspects of the problem* seem to me to be as follows:

(1) Linguistic incapacity, if it existed, would be general and not special. Incapacity to learn a given language would be accompanied by incapacity in all languages. The idiot is linguistically incapacious; he cannot talk because he cannot think and consequently is silent in all languages. The mute is incapacious in oral language. The physiological basis of mutism in any language is general to all spoken languages.

(2) A "special talent" in one language would be accompanied by a special gift in all languages.

(3) Linguistic incapacity for a foreign language would be accompanied by a relative incapacity in one's native language. In view of this apparently logical fact, the student who is apt in the English language could be approximately apt in a foreign language. The student who claims that he "just cannot get" Latin contradicts himself in his mastery of English.

(4) Another aspect of the problem of linguistic incapacity when examined from the logical standpoint is that capacity—as distinguished from ability or skill—is native and like the color of the hair is a unit characteristic handed down from generation

to generation and subject to modification only through chance variation. This is in fact the common-sense point of view which I have previously mentioned.

The purely *psychological aspects* of the problem are numerous and diverse. As language is a medium for the interchange of concepts it is basically a mental process; its *content* and oral expression are aside from this fact. Language is basically *a form* and not a thing. Words are symbols of ideas, and frequently poor ones at that. Language is thought expressed; thought is its form, while words and the combinations of words are its contents. Binet has well said that our thinking far outruns our ability to express it. Sculpture, the drama, and painting were invented as the instrumentalities of thoughts or ideas that are beyond the power of words. From these facts we may be certain that, (1) language capacity is some form of mental capacity. And a very close corollary of this fact would be that persistent language inability is related on the subjective side to some sort of mental incapacity. A well-known fact is that a low level of intelligence is accompanied by poor language ability. Twenty-five years ago Binet defined the three levels of subnormal intelligence in terms of language ability. The idiot was one who could not speak a language; the imbecile, one who could speak but not read or write his language; and the moron, one who could speak and write his language in a meagre way. In my own work with tests I have found a high correlation between the extent of vocabulary and the level of intelligence.

(2) While so-called language capacity correlates well with general intelligence it is not identical with it. Language is but one of the forms of intelligence, so that any apparent inability in language would necessarily be referable to some form of mental incapacity. What type of mental incapacity is found with language inability is our problem. We are not expecting to find some irreducible type of special aptitude, some mysterious unitary thing, as the explanation of linguistic aptitude or incapacity. We are expecting to find linguistic *inability*, not linguistic incapacity. The inability to successfully master a foreign language we believe will find its explanation in a memory ca-

capacity below the average, in a lack of power of comprehension or inference and possibly in defective verbal imagery, among other things.

(3) Another alternative psychological consideration is that a good part of linguistic inability is only apparent not real; for, may we not assume that, where the same mental functions are involved, ability in one line will be accompanied by a proportional amount of ability in other lines? May we not quite fairly assume this, where the same mental functions are involved, if the learner works with proportionate amounts of *application* and *interest* in each and is equally well *prepared* for all? Failure to take these things into consideration is the cause of the popular misinterpretation of this question. May we not assume that the boy who approaches Latin or French with the same amount of preparation and who pursues them with the same amount of interest and application he evinces toward mathematics will do equally well in all? But he is likely to have a richer preparation for mathematics than for Latin or French and consequently is able to pursue mathematics with greater interest and application. Hence the "incapacity" for Latin or French.

(4) Finally, a pedagogic-psychological matter of much weight should be taken into account before coming to a decision on the question of native linguistic incapacity. One begins the learning of his native language by necessity and at an early age, but usually does not need the foreign language when he takes it up and is adolescent before he begins. Every hour of the day he may use his own language to further his aims or satisfy his needs, so that the foreign language seems to him a gratuitous impingement upon an altogether satisfactory native vocabulary. Now add to these the pedagogic fact that our instructional plan is *too swift, concentrated and formal*,—more or less of necessity certainly,—attempting to accomplish in four years by prescribed assignments what he has accomplished for himself more or less incidentally in a period of fourteen years, and we may begin to realize that the student showing meager progress is not approaching the limit of his *capacity* so much as *the limit of present-day pedagogy*.



## LOS AZTECAS

Este ensayo fué premiado con el primer premio de \$250.00 en el Grupo Primero del Concurso de "La Prensa," Nueva York.

Por PEARL ELIZABETH POUND

UNA carta escrita por Don Pedro de Alvarado, un teniente del ejército de Cortés, a su hermana en España que ha sido descubierta pegada entre dos páginas de un tomo antiguo y que ha sido traducida al castellano moderno.

Querida hermana mía:

Al fin tengo oportunidad para enviarte una carta. He visto tantas cosas asombrosas y he tenido tantas aventuras desde que Cortés determinó explorar el país de los Aztecas que me es difícil decir lo que debo decirte primero.

Los Aztecas tienen una tez más morena que la nuestra pero muchas veces son muy hermosos. Les asustan mucho nuestros cañones y caballos los que no han visto antes. Creen que Cortés es "Quetzalcoatl," su deidad del aire, que partió de su país hace mucho tiempo y que prometió regresar algún día.

Conversamos con ellos por el auxilio de Doña Mariana, una natural muy bella, que está aprendiendo el idioma castellano rápidamente.

Mientras que nuestras fuerzas se acercaban a la ciudad de Méjico, la capital azteca nombrada por "Mexitli," su deidad de la guerra, vimos muchas chinampas que se parecían a islas de duendes. Quisiera que tú pudieses ver sus brillantes flores. Pondré una flor en esta sobrecarta para ti.

Entramos en la ciudad por un puente levadizo y los caciques de Montezuma nos encontraron. El emperador es alto, de una apariencia noble y tiene el comportamiento de un verdadero monarca.

Una calzada grande que se extiende por el medio de la ciudad está lindada de las casas de los caciques. Estas tienen solamente un piso, están construídas de piedra roja y tienen azoteas cubiertas de flores fragantes. Estas azoteas están fortificadas de tal manera que cada casa es en realidad una fortaleza.

Nuestro ejército tiene su cuartel en el palacio "Axayacatl," construído para el padre de Montezuma y es bastante amplio para toda la tropa.

Montezuma visitó a Cortés y le dió regalos de mucho valor que incluían ornamentos

de oro, artículos de plata y mantos de plumaje.

Hay una pajarera junto al palacio real donde hay ejemplares de todas las aves mejicanas. Los hombres que hacen los mantos pegan las plumas en una delicada malla de algodón y el resultado es exquisitamente hermoso. El plumaje de las aves tropicales, especialmente de los loros, provee todos los colores del arco iris y el plumón de los millares de picaflores da los matices delicados. Cortés va a enviar muchos mantos de plumaje con los otros regalos y estas cartas al Emperador Carlos V.

Cortés visitó a Montezuma el otro día para explicarle nuestra religión. Montezuma es devoto de su propia religión y niega renunciarla aunque no se opone a la adición de nuestro Dios a los varios que honra él. Visitamos uno de sus templos ayer y descubrimos que su culto exige el sacrificio humano y el canibalismo. No obstante, el Padre Olmedo cree que podrá convertirlos y librarlos de sus creencias paganas.

Su principal alimento es maíz, del que hacen harina. Les gusta mucho una bebida de cacao, "chocatl," que es deliciosa y nutritiva. Cuando los Aztecas sirven nuestras comidas, nos traen también antes y después de cada comida, servilletas y enjuagues. Es una costumbre observada por todos los Aztecas. Después de la comida, los hombres fuman y algunas veces usan rapé.

Las calles de la ciudad de Méjico se lavan cada día con agua provista por el lago "Tezcucuo." Pero sus aguas son saladas y por eso conducen agua para beber de "Chapoltepec" por medio de cañerías.

Los Aztecas son muy hábiles en usar las plantas medicinales que crecen por aquí. Además saben mucho de la astronomía y de la geometría y creo que sus pinturas te interesarían mucho. Su civilización está muy avanzada y los Aztecas son una gente muy industriosa, progresiva, e inteligente.

No sé cuando regresaré a mi patria, pero espero que sea pronto porque quiero mucho ver a mis amigos y a mi querida hermana.

Tu afectísimo hermano,

PEDRO.

## QUARTERLY FRENCH BOOK-LETTER

WM. LEONARD SCHWARTZ, *Stanford University*

TO SEE *Heath's Pictorial Dictionary of the French Language*, \$2.60, is to want to own it. This is just the kind of reference book needed in secondary schools. If you ever tried to find the right word for egg-beater or potato-masher in an ordinary French dictionary, you would appreciate the page in this volume devoted to kitchen utensils. This is the American edition of Pinloche's *Vocabulaire par l'image de la langue française*, 1923. And besides 6,000 drawings with explanatory notes, the book also contains a full thesaurus of the subjective vocabulary and abstract terms of the French language presented under topical headings, with indexes in English and in French. I cannot think of a more stimulating book for beginners, or of a better device for systematic vocabulary building. Then, it is both well-bound and cheap. Perhaps it is a little weak on automobile terms. These will be found (with illustrations) in *Le Catalogue des catalogues, guide de l'acheteur*, foreign postage paid, 13 frs., published by Veuve Victor Lefèvre et M. Baron, l'avenue Félix-Faure, Paris, XV, 8th ed., 1925, 682pp. It gives the law of the road, information about licenses, insurance, etc., and specifications of all the motor-cycles, pleasure vehicles, trucks, accessories, motor-parts, lubricants, etc., on the French market. This book will be appreciated by car owners and polytechnic schools.

*Main Currents of Modern French Drama*, by Professor H. A. Smith of Wisconsin, is published in a library edition at \$3.00 and a school edition at \$2.50 by Henry Holt. Anyone who has never taken a course in French drama will find here a readable and accurate account of the French stage during the years that it was the purveyor of drama to the two worlds. Professor Smith has his own opinion concerning the "landmarks" of the French stage, that is, he gives prominence to Bornier, Pailleron, and Lemaître, but is silent concerning Courteline and farce; Claudel is not studied beside Maeterlinck, nor is anything said about Copeau and the Vieux Colombier despite their brave invasion of the United

States. But *Main Currents* is brimful of useful information, and pleads for drama that is free from such secondary objectives as problems and utility. It is a good book for college libraries. Professor Smith's chapters on Rostand and Brieux are excellent.

People who are especially interested in contemporary writers will enjoy the series entitled *Célébrités d'aujourd'hui*, issued by the *Nouvelle revue critique* since 1919, priced at about four francs each. These pamphlets contain a portrait and facsimile autograph of the writers studied, and most of them have bibliographies. The first series included Barbusse, Bouhéliier, Roland, Tailhade, Fort, Bataille, Bourget, Comtesse de Noailles, A. France, Colette, Loti, Régnier, Hermant, Curel and Rachilde. Of a second series started in 1924, I have received the Farrère, Barrès, Gide, Portoriche, Bordeaux, Courteline, and Claudel. These "Documents pour l'histoire de la littérature française" are rapidly going out of print.

*French Home Cooking*, Dutton, 295 pp. \$2.50, by Claire de Pratz, edited by Day Monroe, Instructor in Foods and Cookery at Teachers' College, will delight the lovers of *cuisine bourgeoise*. Some of the chapter headings are "Soups, Sauces, The Art of the Omelette, Pâtés, The Art and Science of the Salad, and Cheese." The authors give the French and English names of all the dishes and foods which they mention, and their book makes the mouth water by such statements as that there are 112 known ways of preparing fillet of sole. They risk the suggestion (p. 236) that "fricassée" was derived from the English word freak, but do not venture a guess at the etymology of mayonnaise. It is not clear whether *lardoon* on p. 106 is meant to be French or English. *French Home Cookery* may be especially recommended to people who are not sure what is *pot au feu*, *à la financière*, *cordons bleus*, *tendrons de veau*, *sauce rémoulade* or when *potage julienne* was invented. The book is intended to help people who want something different and inexpensive to eat. It tells the economical where car-

rots may be substituted for mushrooms and how to flavor without wine; while the literary gourmet will find herein how to prepare *rissotto* in the way that was traditional in the family of Carlotta Grisi, Théophile Gautier's *amie*.

Albert Dauzat in *Les Noms de Personnes, origine et évolution*, (Delagrave, 7 frs.) has made an important contribution to the science of anthroponymics by a study of the meaning and distribution of modern French names, enriched by judicious comparison with names found in neighbouring countries. I am not competent to do justice to this valuable work, for the triple column index to the names studied in this book covers sixteen pages. Among the good things it contains, I will point to the data concerning the legalization of surnames for Jews by the decree of July 20, 1808, an explanation of the popularity of the name Noël, p. 45, and the French law of 1865 limiting Christian names (p. 59) which forbade an enthusiast from naming his son "Esperanto," although he could name him for Saint Espéaut (p. 67). Dauzat explains many pseudonyms, listing Marcelle Lender for Bastien, Max Dearly for Roland, Han Ryner, a pun for Henri Ner, Probus (Corréard), Dranem (Ménard), de Croisset (Wiener), Romain Coolus (René Weil), pp. 176ff. Molière may have borrowed this name from a southern village or from Molières, department of Seine-et-Oise, where he may have had an idyl (p. 186 or Bollack, *Revue mondiale*, 15 nov., 1923). Concerning the pronunciation of proper names, Dauzat protests against the tendency to pronounce silent letters, as *DeSprés*. He says that "Arnoulde" for Arnould (arnou) and "Aubolte" for Aubault are now fashionable pronunciations in Paris, and that he would certainly call anyone named Choux or Poux "Chouks" or "Pouks" to spare their feelings.

The *Lettres de Pierre Loti à Madame Juliette Adam* (Plon, 7 fr. 50) do not tell as much as might be expected concerning the genesis of Loti's literary work. However, I learned from them that Madame Chrysanthème was really named O Kane San, and read with surprise the comment: "Jamais je n'aurai le courage d'écrire une étude japonaise, ça m'ennuie trop." This collection of frank letters reveals Loti's

opinions and his generous solicitude for the welfare of his less fortunate friends like Pierre Le Cor (Mon frère Yves).

*Sa Majesté la Presse*, by Stéphane Lauzanne (Fayard, 7 fr. 50), is a sketch of journalism from the days of the *Gazette* of Théophraste Renaudot (May 30, 1631). Emile de Girardin is credited with the invention of subscriptions in 1835, Dumas with the first feuilleton, *Les trois mousquetaires*, 1836, while Henri Rochefort is shown to be the first writer to demonstrate the political powers of the press. Lauzanne then shows a city editor (secrétaire de rédaction) at work, and describes the New York and London *Times*. His chapters on the life of a journalist are drawn from his personal experience: "Quand un journaliste se trouve en présence d'un homme d'Etat; La Chance et la Malchance," etc. "La presse française a le goût du sérieux," he says, and "Savoir voir et savoir écrire" are the essential gifts of a journalist.

*Le Romantisme*, by Baron Seillière (Stock, 3 fr.) is a summary in 124 small pages of this critic's twenty volumes devoted to the analysis of the romantic spirit, which he defines as a blend of the *libido dominandi* or "imperialism" and "mysticism,"—"envisagé comme la tendance à chercher dans un monde suprasensible, dans le sphere métaphysique, des alliés pour notre effort vital." Thus Seillière begins his analysis of Romanticism with the study of Plato's *Symposium*, which he carries onward to Keyserling and O. Spengler.

Gustave Kahn's *Silhouettes littéraires* (Editions Montaigne, 6 fr. 50), devoted to anecdotes of Mallarmé, Huysmans, Verlaine, Ch. Cros, Becque, Bergerat, Rodin, France, and Baudelaire, gives us moving pictures, often comedy, of these writers before their hour of celebrity and after. How do you like this quip? "Qu'avez-vous donc, Bourget, vous êtes triste?" dit Sarcey—J'ai la vie, répond Bourget. —Voulez-vous une cigarette? répond Sarcey." *Chez nos Poètes* (Plon, 8 frs.) by Adolphe Boschot is a volume of criticism. In "Les Trente années après Hugo, 1885-1914," there is a good account of the experiments in prosody and the warfare of French literary schools, written by a poet capable of being just to Hugo and Gautier, who are discussed in the other parts of this



book. Jules Marsan's *Bataille romantique, deuxième série*, (Hachette, 8 fr.) covers the period from 1830-1857. Marsan deals with the uninteresting bourgeois reaction against romanticism, with George Sand, E. Sue, etc., who developed the "lyrical" novel into the "social" novel, and with the idea of art for art's sake, arising from the efforts of contemporary poets to assert the independence of their calling.

*Marcel Proust, sa vie et son oeuvre*, by Léon Pierre-Quint, (Kra, 12 frs.) and *Robert de Montesquieu et Marcel Proust* by the Countess of Clermont-Tonnerre (Flammarion, 7 frs. 50) are very successful studies of phases of Proust's character and talents. The first book has quite made the reputation of its author. Montesquieu, who is connected with Huysman's Des Esseintes and Proust's Charlus, was unable ever to convince Society that he was a poet, or to make the poets admit that he was more than a dandy.

*Paris et ses Environs* by Dauzat and Bournon, is a quarto volume published by Larousse, 115 frs. bound. It contains 30 maps, 3 colored and 28 black and white plates, and 704 cuts. Any school library should be proud of owning so useful a reference book, which will be especially prized by teachers conducting conversation classes. The famous *Paris-Atlas* (1909) of Bournon is now out of print and out of date. Its successor contains such views of the new Paris as the Mosque, the Cité universitaire, the pool at Tourelles, with other

subjects like the airport of Bourget and the American cemetery at Château-Thierry. The book also illustrates such French customs as the system of "maraîcher" gardening and the forcing of peaches "en espalier." It describes an area in the vicinity of Paris bounded by Chartres, Fontainebleau, Provins, Château-Thierry, Compiègne and Beauvais. The authors deserve great praise for their industry in compressing the maximum of historical information and entertainment into the columns of their text.

For the radio operator, Moreux wrote *Construisez vous-même votre poste de téléphonie sans fil* (G. Doin, 10 frs.), a book giving the technical vocabulary of wireless. The *Mémoires de Radiolo* (Grasset, 7 frs. 50) give the human interest side of French radio. "Radiolo," Marcel Laporte, is the announcer, ("Speaker" in French) of La Compagnie française de radiophonie, whose entertainments began November 6, 1922. One-half of this book describes scenes in the transmitting studios, and the other half contains selections from the correspondence of French radio fans. We smile when we note that Radiolo's announcements begin: "Bonsoir, mesdames, bonsoir, mesdemoiselles, bonsoir, messieurs!" It is interesting to note Radiolo's optimism concerning the composition of plays for the wireless, and to see the handicap which the government operation of the Postes-Télégraphes-Téléphones land-wires imposes upon broadcasting in France.

## QUARTERLY GERMAN BOOK-LETTER

FRANZ SCHNEIDER, *University of California*

"THERE is a manliness and a solidity, a soundness and a sense, a body and a substantiality about Goethe's thoughts that bespeak at once a most profound, a most comprehensive, and a most mature mind." Thus runs the first English discussion of "*Eckermanns Gespräche mit Goethe*," published in the weighty "Foreign Quarterly Review," vol. XVIII, pp. 1-30, London 1837, a few month after the book appeared in Germany. In the course of the century following, these "Conversations with Goethe" have laid an ever deeper hold upon the minds and

souls of men everywhere so that Friedrich Nietzsche, the philosopher-poet, of late so stupidly sinned against, could call this tome in 1878 "by all odds the best German book and the one which deserves still more than Goethe's own writings to be read and re-read." This same sentiment Hermann Bahr, too, found generally prevalent around 1900; upon inquiry among his large circle of friends, this high-priest of revolutionary impressionism learned that an overwhelming majority of them looked upon these "Conversations" as their *vademecum*, for "no other book fills them with a deeper

calm, a fuller joy, and a clearer sense of inner freedom."

Many editions of the book have appeared since 1836, mostly though since the middle of the century. The latest one is that by Prof. Dr. H. H. Houben, Leipzig, 1925, Brockhaus (the publishing house of the 1836 edition); 866 pp, with 158 carefully chosen illustrations and 7 manuscript facsimiles; bound, 13 marks. It is a very good book just as a book, but it constitutes an event by virtue of the "*Nachwort*," pp. 617-740, penned by Professor Houben, well-known for his important volumes of "*Quellenmaterial*" dealing with Heine, Gutzkow, and the rest of "*Das Junge Deutschland*." His indefatigable searches have "bagged" him a most important find: letters and diaries written by Eckermann during the years 1823 down to 1832, the year in which Goethe died, the very years covered by the "*Conversations*." The deductions drawn from this new information, Houben has worked into the "*Nachwort*."

The documents themselves pertaining to this problem appeared a few months ago in a separate book entitled "*J. P. Eckermann-Sein Leben für Goethe*"—nach seinen neu aufgefundenen Tagebüchern und Briefen dargestellt von H. H. Houben. Leipzig, 1925, Haessel Verlag; XXI, 635 pp. Now for the first time we have the means of checking up just how Eckermann went to work writing his "*Conversations*" and a stop can be put to a great deal of doubt and speculation. Only a year ago, a careful *Goetheforscher* saw himself impelled to question the dependability of a large number of Eckermann's reports because Goethe, in his methodical diary, did not mention that Eckermann was his guest on that particular day. With this suspicion, naturally, others crept in; one of them was that Eckermann may have set himself off a bit too much in these reports. By the entries in his diaries and by the letters found of late, Houben not only shows that we may well depend upon the care and punctiliousness of Eckermann, but he also gives us the proof of Eckermann's fine tact and proud modesty toward his great master whose literary confidant he had the good fortune to be when Goethe was richest in *Lebensweisheit* (1). The picture of Eckermann

as it reveals itself from these documents, is also full of human richness and pathos, and touches deeply; the sub-title, "*Sein Leben für Goethe*," is well chosen.

There is a third book by Professor Houben which has just come off the press: "*Gespräche mit Heine*," Frankfurt a/M 1926, Rütten & Loening; XIV, 1071 pp.; bound, 15 marks. It is a collection of 825 conversations with Heine as found in widely scattered letters, books, journals and the like, covering every period of his life. The task which Houben has completed in this compilation is enormous and is the result of decades of careful note-taking; it also discloses a familiarity with rare sources which is prodigious. This is not the place to go into details, but in fairness to our readers, mention of a book as important and as readable as this one had to be made. Suffice it to state that this book together with the masterly collection of Heine's "*Briefwechsel*" (by Fr. Hirth, München 1914-1920, Müller; 3 vols. of 600 pp. each) will be far-reaching in helping us to form a clearer picture of the actual Heine who up to now but too often was the much belabored center of ethical, racial, political, aesthetic controversies and quarrels. It goes without saying that Houben's collection is full of Heine's sparkling wit and witty impudences which made him everywhere, and particularly in Paris, a very entertaining but also a much feared personality.

Something less weighty than these three books, yet of no less commendable initiative, is a new weekly which began to appear October 9, 1925, in the Ernst Rohwolt Verlag, Berlin W-35. It is called "*Die Literarische Welt*." Its cost is nominal: 20 pfennigs the issue; 2.25 marks for a period of three months, plus foreign postage which should not be over 2 cents for each issue. The editor, Willy Haas, has set himself the task of giving the leading minds not only of Germany, but of Europe, an open forum. For that reason his weekly is not to be governed by a pre-established "policy." Different contributors may well prove to be mutually contradictory or corrective as we find in life itself: may the

(1) A tantalizing sample of this wisdom any one may have for 5 cents in Haldeman-Julius' "Little Blue Books" No. 233 (Goethe: Thoughts on Literature and Art.)

reader be thrown upon his own resources and be free in choosing what suits him best; he is not to be fed the one-sided diet of a particular school. Thus we find in the first two issues articles by Henri Barbusse and Miguel de Unamuno, by Thomas Mann, the severe artist, and by Hedwig Courths-Mahler, the author of Germany's "best sellers." Mrs. Courths-Mahler being very much treated like our Harold Bell Wright, she not without reason pleads in her article as follows: "Critics should not be so hard on me, for I am convinced that particularly the (intellectual) authors owe me a great deal. I teach the plain people to read. Let us be honest with one another: when a worker takes a book into his hand, it certainly will not be one by Jacob Wassermann or Thomas Mann, but one by me. It is I who gives them a taste and a desire for books." These first two issues were full of such personal, intimate touches of which we get so little ordinarily and which are so helpful in making us understanding.

Speaking of Thomas Mann, it may be of interest to those of your readers who did not skip the "German Book Letter" in our last issue, to hear what that author's reactions were to my review of his "Zauberberg." He writes from München, under date of November 24, as follows:

*"Sehr geehrter Herr Professor!  
Haben Sie vielen Dank für Ihre  
freundliche, erfreuliche Sendung! Es  
tut wohl, aus so weiter Ferne ein so  
sympathisches Echo zu vernehmen.  
Darüber hinaus finde ich, rein tech-  
nisch, die Aufgabe, auf so knappem  
Raum ein Bild des Romans zu geben,  
ganz ausgezeichnet gelöst.—Es ist  
mein Ehrgeiz, mit dem "Zauberberg"  
ein deutsches Buch, aber nicht bloss  
für Deutsche gegeben zu haben. Da  
bin ich froh, dass mir in Amerika ein  
so beredter Fürsprecher erstanden ist.  
Ihr sehr ergebener Thomas Mann."*

Before closing this "Book Letter" I must speak of a recent American publication which is deserving of high praise, namely "*German Lyrics and Ballads from Klopstock to Modern Times*," edited by B. J. Vos and P. A. Barba. N. Y. 1925, Holt & Co.; V, 526 pp. In this thoughtful collection, which bespeaks a fine sense of poetic values and an admirable knowledge of the field, 56 poets are represented by 348 poems, with a round dozen of "*Volkslieder*" added to make the book truly representative of "German Poetry." It would not be easy to find a single poem among these several hundred which could be ruled out for not qualifying to the editors' standard of being "beautiful, characteristic, or vital." The result of these criteria is a book giving adequate evidence of the types and kinds of German poetry written during this period of over 150 years. To the general reader, and to others, too, the notes on pp. 367-526 will be helpful; they are concise, well written, of sound scholarship, and the literary judgments expressed are generous, born of understanding. Yet in order to criticize something, though it be but a minor point, I must call unfortunate the quotation from Matthew Arnold's "Heine's Grave," p. 456 of the Notes, which reads:

"But was it thou—I think  
Surely it was!—that bard  
Unnamed, who Goethe said,  
Had every gift, but wanted love—  
Love, without which the tongue  
Even of angels sounds amiss?"

This is a bit of misinformation of long standing. The reviewer of "*Eckermanns Gespräche mit Goethe*" in the Foreign Quarterly Review, 1837, mentioned before, gave it vogue in England. However, the "unnamed bard" was not Heine, but Platen, as Eckermann hastened to state in the edition following the death of Platen. And so we have returned to Eckermann with whom this "Book Letter" began.

## QUARTERLY ITALIAN NEWS-LETTER

HERBERT H. VAUGHAN, *University of California*

THE November Bulletin of the Italy America Society contains an interesting article on "the Centenary of Italian Opera in New York" by Natalia Danesi Murray. Miss Murray calls attention

to the fact that the first season of Italian Opera was opened in the Park Theatre of New York City on November 29, 1825. The impresario was Manuel Del Popolo Vicente García, a Spaniard by birth, and



with him was associated Lorenzo da Ponte who is known in the history of music as the one who wrote the librettos of the three great operas of Mozart, "*Don Giovanni*," "*Le Nozze di Figaro*," and "*Così fan Tutte*." Concerning "*Le Nozze di Figaro*" the story is told that Mozart at first attempted to set the music to an opera written in German, but he soon found that German was not well adapted to that style of music, so he destroyed the German libretto and asked Da Ponte to write one in Italian. It is indeed fortunate that Mozart gave up his original idea of writing it in German as it would be inconsistent at least for the worthy sequel of Rossini's "*Barbiere di Siviglia*" to be in a different language and different style from that used by the great Italian composer. As it is, Mozart is to be ranked among the foremost of Italian composers, as he has given us in "*Don Giovanni*" and "*Le Nozze di Figaro*" two of the finest operas ever written in any language.

Rossini's "*Barbiere di Siviglia*" and Mozart's "*Don Giovanni*" were included in the repertory of García's company in 1825. The season was considered fairly successful; but from such evidence as we are able to gather the performances seem to have been uneven and quite crude in detail.

García soon turned his steps toward Mexico, but da Ponte, who had formerly been "poet to the Imperial Theatre" in Vienna during the reign of Joseph II, and had left Austria in 1805 to come to New York and eke out a living as teacher, merchant, pamphleteer and doer of odd literary jobs, remained on and worked for the establishment of a theatre to be devoted to Italian Opera. His efforts were successful and on November 18, 1833, the Italian Opera House described as being "superb and magnificent in style and decoration" was opened with a performance of Rossini's "*Gazza Ladra*." Due to the great expense of operatic production and the lack of support by the state there have been many financial failures in the history of the opera in New York, but when the Italian Opera House was opened in 1833 a demand was created for opera in Italian which has never ceased and has prompted public-spirited citizens to come to the rescue year after year in order to make available to our

people one of the best forms of the musical art.

For a hundred years Italy has been sending its finest singers and musicians to this country for the enjoyment and instruction of the American public in one of the arts in which it has been admittedly pre-eminent and the year 1925 marks the recognition by America of Italy's pre-eminence in the art or science of Plastic Surgery. Dr. Vittorio Putti, director of the Rizzoli Institute of the University of Bologna was called to Leland Stanford University to deliver the Lane Medical Lectures, a course of lectures given by the most distinguished men of the world in the various fields of Medicine and Surgery.

The Rizzoli Institute is perhaps one of the most unique and interesting hospitals in the world. It bears the name of its founder Professor Francesco Rizzoli, a surgeon from Bologna who bequeathed a fortune which he had acquired through professional activity to the city of Bologna "for the erection of a hospital for patients affected with orthopaedic diseases, providing both the means of coming to their assistance and a medium for the study and improvement of this particular branch of science. The City of Bologna was fortunate and wise in selecting for the home of the Institution the old Monastery of San Michele in Bosco which is located on a hill overlooking the city and has a large garden and many shade trees. The building which dates from the year 1100 has successively been used as a monastery, a prison, a residence of the Papal envoy, and as a Royal Villa. In the year 1900 it was transformed to meet all the requirements of modern science and opened its doors as a hospital and branch of the Medical School of the University of Bologna, thus fulfilling the desires of its founder.

From an obscure country physician, Dr. Vanghetti of Empoli, whose small practice left him time to study and think there came the idea of making use of the muscles and nerves which, although resected, still exist on the stump after amputation and linking them through plastic surgery to the wooden hand or foot, thus imparting grip or movement to the purely mechanical device.

The Vanghetti method has met with unqualified success. In the Rizzoli Institute

skilled workmen make the legs and arms with the weight, articulations, and stability required by a close study of the movement desired and vocational demands. With these artificial limbs men are able to carry on work which would be impossible with the ordinary wooden arm or leg.

The American Association of Teachers of Italian met with the Modern Language Association in Chicago on December 29-31. Miss Hilda Norman of the University of Chicago read a paper entitled "*From Pirandello's Short Stories and his Plays*" which was interesting and scholarly. Pirandello is a many-sided writer and such a paper as that presented by Miss Norman is of great help in understanding and appreciating him. It is hoped that Miss Norman's article will appear in the Bulletin of the Association.

The name of the Bulletin will henceforth appear as *Italica*, as it was thought that it would be more convenient to refer to it under that name than under its full title of *Bulletin of the American Association of Teachers of Italian*.

Another interesting and scholarly paper on the Bestiary of Cecco d'Ascoli's *Acerba*, examined as an Italian *Bestiaire d'Amour* was presented by Professor J. P. Rice of the University of Buffalo. This will probably appear in one of the journals in this country devoted to the advanced study of Modern Languages and Literature.

A third paper was presented on the *Partitive Construction in Italian* by Professor H. H. Vaughan of the University of California (Berkeley). This paper dealt with the finer shades of meaning which are conveyed by the use or omission of the preposition and definite article in expressions conveying the partitive idea. It will probably appear in the April number of the Bulletin of the Association (*Italica*).

Before the General Sessions of the Modern Language Association Professor Alexander Krappe presented a paper on the *Source of Giraldis Cinzio's "Orbecca."* He states that the *Orbecca* is based upon a Mediaeval Persian legend now lost, of which a variant is found in the Sijawesh episode of Firdusi's *Shah Nameh* and which is ultimately derived from a pre-Herodotean version of the birth of Cyrus. Giraldis may be presumed to have known the tale through a Byzantine and perhaps also a Venetian intermediary version, neither of which has come down.

The paper on the *Canzoniere* of Petrarch presented by Professor E. H. Wilkins of the University of Chicago is a most scholarly piece of work and establishes beyond the possibility of any doubt the order in which the poems were written. Professor Wilkins has had access to the original manuscripts both of the original detached poems and the later groupings and arrangements of the poems made by the poet himself. The original manuscripts of the detached poems show many changes and corrections and indicate how carefully and how long the poet worked over his compositions before he was finally willing to call them finished. The study of Professor Wilkins is a most valuable contribution to the study of Petrarch.

Before the Linguistic Society of America which also met in Chicago, Professor Vaughan of the University of California gave a paper on *Italian Dialects in the United States*. This paper will appear in *American Speech* and inaugurate a series of articles on the subject, to appear in the same magazine. Of special interest to students of linguistics is the grouping of the Italian dialects in the state of California and the survival in California of one of the most interesting languages spoken in Italy, Albanian.

## QUARTERLY SPANISH BOOK-LETTER

CESAR BARJA, *University of California, Southern Branch*

THE name of José Ortega y Gasset may yet sound unfamiliar to more than one American teacher of Spanish. Critics of contemporary Spanish literature seem to be well agreed on considering Ortega y Gasset rather as a philosopher

than as a literary writer and, consequently, seldom have anything to say about him. A philosopher, no doubt, he is, and a teacher of metaphysics, too; but whoever has had occasion to hear him lecture on philosophy or has read any of his books, must

have realized that the author of "*Meditaciones del Quijote*," "*España Invertebrada*," "*El tema de nuestro tiempo*," "*El Espectador*" (3 vols.), etc., is, to say the least, as much of a *littérateur* as of a philosopher. For ideas are not the only thing Ortega y Gasset cares about; he cares no less for beautiful expression, for poetic image and polished literary style. To Unamuno is attributed the statement that Ortega y Gasset is not a philosopher, but a poet. This may be one of the many paradoxes through which Unamuno likes to impress the curiosity of the public mind. Yet it is absolutely true that there is more poetical imagination in Ortega y Gasset's philosophical and literary essays than in many of the poems, dramas and novels written in Spain during the twentieth century. And as for his style, it is doubtful whether there is in the Spain of to-day any writer who has developed a more expressive and convincing literary style. Aesthetic feeling is paramount in all of Ortega y Gasset's writings, and even his philosophy is as much of an aesthetic feeling as of an intellectual thought. Like Goethe and Nietzsche, two authors whom Ortega y Gasset reads a great deal, he values spontaneous life as much as he does abstract philosophical reasoning, and makes of life itself one of the main springs of man's action and conduct. This blending of poetical imagination with intellectual thinking, of poetry with philosophy, of the real with the ideal, is characteristic of Ortega y Gasset's writings. The author is a typical essayist and is, as such, the best essayist we have to-day writing in the Spanish language.

Of this happy combination of the philosopher with the *littérateur* the reader will find a brilliant manifestation in Ortega y Gasset's last two books: "*La deshumanización del arte e ideas sobre la novela*," Madrid, 1925, and "*El Espectador*," vol. IV, Madrid, 1925, two collections of essays, mainly on art. Even if the reader does not always agree with the author, as may well be the case when he comes to the interpretation of the new tendencies that have developed in the realm of art during the last few years (in "*La deshumanización del arte*"), he will always find these essays a stimulus

to his thoughts, and delightful reading withal.

In spite of the many—rather too many—novels Pio Baroja has already written, we still read him with pleasure. This is because life and not literature is the material out of which Baroja works his novels. His technique may be loose, his writing careless, yet his novels have always a real interest. His sincerity, his unconventional way of saying things, even his apparent lack of literary style, cannot but fascinate the reader. No one who is a little familiar with Baroja's kind of novel will be disappointed with the last he has written: "*La nave de los locos*" (*Memorias de un hombre de acción*), Madrid, 1925. The novel is preceded by a long introduction in which the author discusses some aspects related to the art of writing novels. This introduction should be read before or after—better after—Ortega y Gasset's essays on "*La deshumanización del arte*," as the two authors state different points of view, and it is Ortega y Gasset the essayist whom Baroja refers to in his introduction. Besides the interest which this introduction may have from a general point of view, it certainly has a positive one, inasmuch as it helps the reader to appreciate Baroja himself as a novelist.

"*El molino de viento*," Valencia, 1925, seems to be a well chosen title for the first volume of the new edition of Eugenio D'Ors' literary work, perhaps not so much because of the symbolical interpretation the author gives this title as because of the spectacular side of the work itself. Indeed, the reader should not forget that Eugenio D'Ors' windmills are real windmills and not giants.

Some ten volumes have already appeared of the new collection of the "*Cuadernos literarios*," Madrid, La Lectura. These are small volumes of some 150 pages each to be sold at modest prices. Although the collection includes several reprints, many a reader will take advantage of this opportunity to get hold of such interesting volumes as Baroja's "*Crítica arbitraria*," 1924; Menéndez Pidal's "*Un aspecto en la elaboración del Quijote*," 1924; Díez-Canedo's "*Algunos versos*," 1924; Azorín's "*Racine y Molière*," 1924, and the last two that have come out: Gómez de la Serna's "*Caprichos*," 1925, and Andrenio's "*Cartas a*



*Amaranta*," 1925. Those who know Andrenio (Gómez de Baquero) as a critic will enjoy this collection of letters—or perhaps more than letters,—the kind of entertaining literary chronicles Gómez de Baquero has cultivated so much and of which he is a master.

The great influence Rubén Darío has had on Spanish and Spanish American poetry, is well known. Yet, while this influence must not be underestimated, it would be wrong to attribute to him alone all the credit for the revolution that finally ended in the triumph of what in poetry is known as *Modernism*. At least, the four names of Julián del Casal, Manuel Gutiérrez Nájera, José Martí and José Asunción Silva must be closely associated to that of the great Nicaraguan singer. For the history of literature these four poets "are as important as the author of *"Azul,"* says Arturo Torres Riosco in his *"Precursores del Modernismo,"* Madrid, 1925. The reader will find in this little volume a fine critical appreciation of the poetry of the four *precursores*.

Of all the Spanish American poets, those of Paraguay are the ones we know least about. In fact, all we know about many of them is their names, and of some of them we do not even know that. For this reason alone, Professor M. A. de Viti's *"Parnaso Paraguayo,"* Barcelona (1925), would be welcome. But there are also in this volume a few poems the beauty of which no one will fail to appreciate.

No one will either fail to appreciate the beauty of several of the poems included in Rafael Alberti's *"Marinero en tierra"* (National Prize of Literature), Madrid, 1925, and José María Hinojosa's *"Poema del campo,"* Madrid, 1925. Nowadays, when so much extravagant and artificial verse is being written, Alberti's type of simple and somewhat popular poems will prove delightful reading. It is clean, fresh and transparent poetry, full of grace and spirituality, poetry, as Juan Ramón Jiménez calls it, "*andaluésima*."

And speaking of Juan Ramón Jiménez, has the reader come across any of the *cuadernos quincenales* this most lyrical poet has been publishing lately? Eight *cuadernos* have already appeared, each *cuaderno* containing twelve loose sheets of prose and

verse, nicely printed and merely held together by a paper cover. Strange way of printing books! But, then, we all know how much of a "modernista" Juan Ramón Jiménez is. Considering the several books of poems which the author of *"Estío,"* *"Sonetos espirituales,"* *"Eternidades,"* etc., has already written, any one would reasonably suppose that his poetical work was for the most part done. But the poet himself does not think so; he rather thinks that it is now that he is beginning to write it. "If I live 15 or 20 years more," he writes on the first loose sheet of the first *cuaderno*, "I believe that I shall be able to see my *Work* done." When one thinks of the delicate nature of the previous work of Juan Ramón Jiménez, the most lyrical that any contemporary Spanish poet has written, the above statement may sound somewhat pretentious. Yet, when we read such exquisite lyric poems as some of those included in the eight *cuadernos*, we feel as if we should wait patiently for what may come next.

Whether "gongorism" will or will not last much longer than the fashionable way of writing poetry as it has been for the last few years, remains to be seen. At all events, it is time to begin to read—rather than talk—a little more about Góngora and "gongorism." Reading Góngora is now becoming easier and easier because of the relative frequency with which his poems are being reprinted. We have before us a last edition of some of Góngora's best known short poems: *"Góngora, Poesías"* (of the collection *"Letras Españolas"*), Madrid, 1925. The little volume includes also samples of Góngora's most gongoristic poems.

Of much more interest is the excellent biographical and critical study of the poet and his work by Miguel Artigas: *"Don Luis de Góngora y Argote"* (*Obra premiada por la Real Academia Española e impresa a sus expensas*), Madrid, 1925. No Spanish scholar can miss reading this book, full of information and discreet in its critical appreciations.

Señor Menéndez Pidal is certainly a most diligent worker. After last year's entertaining and scholarly work on the *"Poesía juglaresca y juglares,"* he gives us this year a compilation of Spanish heroic legends on Rodrigo, the last Goth king:

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"*Floresta de leyendas heroicas españolas*," vol. I, Clásicos Castellanos, La Lectura. He gives us this year also a somewhat enlarged fifth edition of his well known "*Manual de gramática histórica española*." Needless to say these books of the foremost Spanish scholar are most carefully done.

Señor Antonio G. Solalinde, now at the University of Wisconsin, has published the second volume of his well chosen anthology of king Alphonse the tenth: "*Alfonso X el Sabio*," Madrid (1925). Selections of "*Las siete partidas*," "*Libros de astronomía*" and of several other books, "*Una carta y dos testamentos*" of the learned king can now be easily read. The little volume includes also a bibliography and a vocabulary, and contains some very fine illustrations.

It was a good idea on Elizabeth McGuire's part to publish as a text-book "*La infancia de Ramón y Cajal*," Holt and Co., 1925, which is the first part of the author's "*Recuerdos de mi vida*." It is not a novel; it is more than that, as señor Cajal is also a little more than any ordinary novelist.

Another most interesting text-book is "*México Virreinal*," Knopf, 1925, by Manuel Romero de Terreros and Professor S. L. Millard Rosenberg. Mexico's history of the times of the Viceroy has all the coloring and attractiveness of a vivid romantic novel, and it is this chapter of Mexico's history which the editors are giving in their "*México Virreinal*." They deserve praise for the interesting manner in which they have accomplished their task.



## CORRESPONDENCE and COMMUNICATIONS



### Pen-Clubs Abroad

(Abstract of an extemporized address before the Philological Association at Berkeley, November 28th.—Editor.)

OUR century is apparently a century of national and international conventions. Of those, many are deeply uninteresting for all except the technicians who attend them. But there are a few which are no doubt of general appeal and in that category the annual international conventions of Pen-Clubs certainly ought to draw the attention of modern language teachers in all the countries of the world.

The Pen-Club movement started in Europe almost as soon as the world-war was over and nobody had a more deserving share in fostering it than John Galsworthy, president of the English pioneer Pen-Club.

A Pen-Club (†) is a representative organization of the best writers in a given country. There is only one in each country. It has everywhere the same avowed purpose of bringing about a better acquaintance of its own intellectual élite with all similar foreign élites. One of its aims is to see to it that the best books in every language should be translated by competent men or women into the other languages of Europe. Every Pen-Club has or strives to have a permanent home, where writers of foreign countries can feel at home, reside, and meet fellow-novelists or fellow-dramatists.

Such organizations no doubt answer a definite need, for there is not one country in

Europe which does not have its Pen-Club. America has taken to the idea so eagerly that the International Meeting for 1924 actually took place at New York. It was unfortunately very little spoken of and passed almost unnoticed in the United States, where literature does not enjoy quite the same prestige as it does in some European countries.

It was my privilege, as a member of the Paris Pen-Club ("Cercle littéraire international" is its French name), to attend the "Congrès International des Pen-Clubs" which was held at Paris on May 21, 22 and 23, 1925. A unique occasion indeed!

The "dîner d'inauguration" was given in the Salle Hoche. Some 250 guests attended it, gathered around eight tables respectively presided over by John Galsworthy, the Englishman; Heinrich Mann, the German; Luigi Pirandello, the Italian; Unamuno, the Spaniard; James Joyce, the Irishman; John Bojer, the Norwegian; Alexander Kouprine, the Russian; and Alfonso Reyes, the Brazilian. Internationalism with a vengeance, was it not?

The bibliography of the books published by these two hundred and fifty writers would itself require several volumes, if one bears in mind that I recognized among those present Gertrude Atherton (who was at the "table d'honneur" and said a few words . . . in English), the extraordinarily versatile essayist and novelist Georges Duhamel, and the Pole Boy-Zelenski, who is translating into Polish the complete works of Balzac, and has already turned out translations of the works of Brantôme, Rabelais, Molière and about thirty other French writers!

(†) "Pen" composed of: P for Poetry; E for Essay; N for Novel.

The speeches were very good. Galsworthy opened the fire with a witty address in French, which he read, but read well. It should be, he said, the aim of the national Pen-Clubs to unite all their efforts so as to provide a home for the international organization, which has no home so far, unless it be the suite of rooms of the London Pen-Club, where the international correspondence is for the time being handled by the distinguished and indefatigable British secretary, Marjorie Scott. Requests for literary information of some sort in connection with foreign books or authors can be mailed to Miss Scott in any language of the earth, and an answer will be dully forthcoming... in English.

The two Frenchmen who answered the president were Paul Valéry, the subtle author of "Eupalinos" and "La Jeune Parque," who has since been elected a member of the French Academy, and Georges Duhamel, physician and surgeon, lecturer and novelist, who may well be the most popular French author in Holland and in Switzerland, in Germany and in the Scandinavian countries.

There followed speeches, all delivered in French, with the exception mentioned above, and that of Unamuno, who started out in French, but was soon overpowered by emotion and broke out into one of his magnificent extemporizations in his native Spanish. His theme was that France and Spain are sister nations, Latin nations, and that the relation between sisters is rather more ideal and beautiful than the relation between mother and daughter, or man and wife. A theme which will impress some as rethorical, as wilfully paradoxical, but which Unamuno treated with such fiery sincerity, with such passionate eloquence that he convinced everybody and was vociferously cheered.

Two more speeches should be at least briefly referred to: first, that of Johan Bojer, who thanked France for having produced such a novelist and short story writer as Guy de Maupassant, "the greatest writer of the XIXth century," (so he claimed), and that of Theodore Mann, the powerful novelist, the ruthless exposé of "Philistinism" and "Byzantinism" in a Kaiser-ridden Germany at the time when it was dangerous for a writer not to lick the boots of his imperial master. Next to Unamuno, Heinrich Mann scored perhaps the greatest success. He read two pages, and read them with a voice in which, one detected ever so little tremulousness. Indeed it must have been a difficult thing for him to pen and pronounce the first official words of Germany in an international literary gathering since the war. But those two pages were so tactful, they breathed such lofty thought, and they were read with such a ring of sincerity that I could not see one Frenchman who withheld his applause. It so happened that I was seated just opposite Heinrich Mann and had a chance of speaking at some length with him that day. He no doubt has a very prepossessing personality.

I am not going to speak at length of the work carried out by the Convention the fol-

lowing days. Suffice it to say that it was decided to create a Superior International Committee. That committee consists of one member per "literature" (which means that for instance the Belgians who write in French have a member, as have the Austrians, who write in German, but are not Germans). The chairmanship will be alternately entrusted to every "literature."

The chief problem handled at the various sessions was that of the translations from one language into another. So far, translations have been published in a most haphazard manner. Very often they are poor work undertaken by men or women who were not qualified to do it. Or mediocre books were selected for translation, whereas real masterpieces remained untranslated. Every Pen-Club will henceforth write a list of its best translators from foreign languages, of the books written in its national language which it thinks should be translated into foreign languages, and of its best critics specialized in the study of foreign literatures.

I was able to judge for myself that the co-operation which is thus advocated in all the fields of thought and literature between the various countries of Europe does not limit itself to banquets and fine words. Shortly after that Paris Convention, it so happened that I had to deliver lectures in French in several Polish towns at the invitation of the Polish Universities. As a member of the Paris Pen-Club,—such are the regulations,—I was automatically extended all the privileges of the Polish Pen-Club, which has perhaps the most beautiful headquarters in Europe: the royal castle ("Zamek") of Warsaw. A meeting of the Polish Pen-Club was called to honor the French visitor, and it was thus my good fortune to make the personal acquaintance of the best among the present day writers in Poland: Ian Lorentowicz, the great critic; Ladislav de Bondy, the dramatist; Ferdinand Ossendowski, the traveler; Jozef Relidzynski, the poet and short story writer, and several others. They all spoke excellent French, as the educated Poles usually do, and it is in French that they chose to thank me for translating into my own native language *The Peasants*, that wonderful novel by Ladislav Reymont, who was then still alive.

It may not be amiss, before concluding these hurried notes, to inform my readers, since all Californians like to travel, that the next convention of Pen-Clubs will take place in Rome in May 1926, and since they are largely teachers of French that they will always be welcome at the headquarters of the French Pen-Club: Cercle littéraire international, 29 Passage des Favorites, Paris, (15).

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## More Culture in Foreign Language Study

It seems to be generally admitted that one of the most important objectives in modern language study is that of gaining a knowledge of the foreign people whose language is being studied. This knowledge should include acquaintance with valuable and interesting achievements, institutions, customs, ambitions, manners, etc. A view of important historical facts and literary work should be gained. In most school systems such material as the foregoing has not been presented in a well-organized manner. If presented at all adequately it is usually toward the end of the course. By that time most of those who began the study of the language some two years before have discontinued it and there is no longer an opportunity to engage them in this very interesting phase of the work. Perhaps one reason for the discontinuance was the neglect on the part of the instructor to introduce work of larger dimensions.

To the writer it seems desirable to introduce very early in the course a good deal of such information as that indicated. It may be declared that this is being done. Valuable information of the sort is being given by many, but it seems certain that the practice of giving it in adequate amount and in a systematic way is very rare. This phase of modern language work appears to have no definite status. It has seldom been dignified to the extent of making it an integral part of the course. At the beginning a manual of information might well be provided for the students. Much of the material might be printed in English. Summaries of the chapters might be given in the foreign language. For the first two years of high school study a book written mostly in English might be used. For the last two years another book altogether in the foreign language might be studied. An ample bibliography would appear in both books. Both could be made the basis of further investigation and reports by the more capable students. With the right kind of books and able instruction such a study would be fascinating. In such a course many of the students would gain a permanent interest in the foreign people and the foreign language.

At present the avenues of approach to the culture of foreign peoples are altogether too few. Far more should be opened and constantly traveled. Too much now depends upon the individual initiative and equipment of the teacher, who is laboring under a heavy handicap. It seems reasonable to suppose that students who have gained an understanding of many of the important achievements of a foreign nation would not be likely to look back to a period of study of a foreign language as to a time-dimmed experience without vital force. Rather would they be likely to regard the foreign people and its language as an important interest in their lives. And many such students would no doubt devote some of the thought and time of their maturer years to a still further study of the foreign people and

its language. As we develop more students after this fashion we shall be of more service in removing from our own people the charges of self-sufficiency and provincialism and in developing worthy citizens of the world.

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Los Angeles.

B. C. BENNER,

## La Letra Ñ

En una de las recientes reuniones del M. L. A. of S. C., el orador del día, un eminente Profesor Universitario, nos decía entre serio y broma, que si queríamos mantener nuestra reputación profesional teníamos que dedicarnos los maestros de español a trabajos de investigación. Y este *research work* nos decía el distinguido colega, no es tan difícil como Uds. se lo imaginan; es cuestión sencilla: acudan a las magníficas bibliotecas locales, abran diccionarios y enciclopedias, hojeen manuscritos y folletos y publiquen el resultado. El producto de ese trabajo, es útil a los que no tienen ni el tiempo, ni la oportunidad de registrar infolios.

Me caló el consejo y aquí va el primer resultado de mis investigaciones. Para que no se crea que pretendo vestirme con plumas ajenas, quiero dejar aquí constancia de que toda o casi toda mi investigación se redujo a examinar una voluminosa y bien conocida obra española, Enciclopedia Espasa, de donde extracté los datos que aquí doy.

La ñ es la décimo séptima letra del abecedario castellano y décimo cuarta de sus consonantes. Los portugueses la designan por *nh*; los franceses e italianos por *gn* y los catalanes por *ny*.

EPIGRAFIA. En los monumentos epigráficos que se conservan de la antigüedad clásica no aparece este signo, que es casi exclusivo de la lengua castellana. En el griego primitivo las letras *gamma* y *ny* expresaban perfectamente el valor de la *eñe* castellana. La raíz *gamma ny* fué prefijo y tema de muchas voces que del griego pasaron al latín, con la misma equivalencia. En los monumentos latinos anteriores a Augusto, se lee la *gn* al principio y al medio de dicción representando el valor fonético dicho. En el latín de la decadencia y en el bárbaro de la edad media empieza a suplirse la ñ por una tilde o guión sobre la *g*, aunque no pocas veces sea la *g* la omitida, poniéndose el guión sobre la *n* (*ñ*). Ejemplo del segundo caso: "Nobiligenere ñatus" (Inscripción del siglo V).

Para concretar debidamente la aparición de la ñ en la epigrafía castellana, los investigadores se fijan especialmente en los lápidas latinas de comienzos de la edad media en las que la *i*, la *y*, la *g* y hasta la misma *n* sencilla o duplicada, hacen las veces de ñ, supliendo aproximadamente su valor. En efecto, en inscripciones sepulcrales de los siglos IX, X, XI, XII y XIII leemos *Nonius* (Nuño), *Hispanhya* (España), *Ordonnius* (Ordoño) y otras semejantes.

Fijándonos en la voz Ordoño podemos estudiar el proceso etimológico con que se desarrolla esta voz desde su primitivo significado



Ordogenitus (nacido de Ordo). La baja latinidad lo convierte en Ordogenus, por contracción se hace después Ordonnius y así aparece en las inscripciones de los primeros siglos de la edad media; viene después el Ordonnio al aparecer las lenguas romances vulgares, hijas directas del latín y bastó que un escriba o cincelador de lápidas omitiese una de las *n* y la supliese con una tilde encima de la otra para que quedase ya adoptado el Ordoño tal como hoy se lee y escribe, naciendo así la letra *ñ* en la epigrafía castellana. Cuando la letra omitida y suplida con tilde fué una *i* o cualquiera otra, el proceso fué semejante, como puede verse al leer Nunio por Nuño.

**FILOLOGIA.** Los latinos carecían de esta articulación, y los idiomas neo-latinos, para representarla, se han valido de la *n* con algún aditamento. Así el provenzal usó *nh* o *ny*, el francés y el italiano *gn*. El castellano ha usando una tilde en forma de línea serpentina sobre la *n*, en esta forma: *ñ*.

La *ñ* representa muchas veces en la lengua castellana, la contracción de dos *n* (*Espanna*, España; *donna*, doña). También representa a veces la contracción de *gn* (*cognatus*, cuñado). La articulación *ne* de los latinos también ha dado origen a una *ñ* (*Castanea*, castaña; *aranea*, araña).

**FONETICA.** La *ñ* se pronuncia juntando la lengua con el paladar de tal manera que impide la respiración por la boca, y separándola rápidamente al aire sale por la boca y las fosas nasales.

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### A Comparison of Vocabularies in French

**T**HE problem is the comparison of the vocabularies in the first and second years of the French course in the senior high schools of Los Angeles, with the Henmon List of the 4,000 most used French words as a standard of comparison.

The materials used are the texts in the prescribed course for the two years of French, the Henmon List, and Méras' *"Le Petit Vocabulaire."*

The Henmon List, based on a count of 400,000 running words, was made by V. A. C. Henmon, Director of the School of Education of the University of Wisconsin.

The sources for the compilation of this List were:

Texts edited for use in schools and colleges.....	80,000	words
Philosophical prose.....	20,000	"
Magazine articles.....	50,000	"
Newspaper stories and articles .....	30,000	"
Modern French writers.....	140,000	"
Poetry .....	15,000	"
Political and military articles and essays.....	25,000	"
Letters and telegrams.....	15,000	"
Popular fiction.....	25,000	"

*"Le Petit Vocabulaire,"* prepared by Albert A. Méras, of Teacher's College, is a list of 2,000 French words arranged in logical groups for sentence building in the first two years, 50 groups of 10 words for each semester.

I used this list, because it is designed to supplement the limited vocabulary in Méras' *"Le Premier Livre,"* which is used in the first year.

My manner of procedure has been to take the Henmon alphabetical list, which is printed in such form that there is considerable blank space at either side of each column of words, and to divide the space at the left by vertical lines, thus providing a particular column for checking the words in each text as they correspond with those in the Henmon List.

In the space at the right, I wrote each word that occurred in the text, but not in the list. To facilitate scoring, I used, both in checking the Henmon List and in writing the words not found in that list, a distinct color and a particular shaped check, in order to be able to tell at any time in what text that particular word was found. A word, once written in, was not re-written when found in another text, but received the distinctive check of that text.

By the use of this checking system I was able to determine, at the end of the work, in how many texts each word had occurred, as well as how many words had been used in each text, and in the sum total of texts, both those words occurring in the Henmon List, and those exclusive of it.

I started with *"Le Petit Vocabulaire,"* of Méras, checking first the words found in the list for the two semesters of the first year, and, in the same column, but with a different color for the second year.

I followed the same procedure for Moore and Allin's *"Elements of French,"* the grammar which is used for both years. The other books, however, which are used only in one year, I checked in one color only, and in the order in which they occur in the course.

I found the checking of *"Le Petit Vocabulaire,"* *"Le Premier Livre,"* and the *"Elements of French,"* extremely laborious, as the entire vocabularies in these books are given in short daily lists, this fact making it necessary to go through the entire Henmon List in order to check each daily list. Especially slow was the work of checking the two vocabularies of Méras, as no attempt has been made in either toward an alphabetical order, even in the short lists.

After checking the vocabulary for each text, I counted the number of words in that text, found also in the Henmon List, the number that did not occur in that list, and the number of the latter that had been used in any book previously checked.

At the completion of the checking process, I counted the number of words occurring both in the sum total of the texts and in the Henmon List, and the number occurring in the texts but not in the list.

In comparing the vocabularies, I soon discovered that the Henmon List and the vocab-



Table Showing Frequency of Occurrence of Words in Texts

	I	II	III	IV	V	VI	VII
Texts Used	Words in Henmon List	Words Exclusive of Henmon List	Total Number of Words	Words Not in Any First Year Book	Words Exclusive of Henmon List, but Occurring in Previous Text	Percent of Words in Henmon List	Percent of Words Not in Henmon List
<b>FIRST YEAR:</b>							
"Le Petit Vocabulaire"	757 ①	155 ②	912 ③			83%	17%
"Le Premier Livre"	533	82	615			87%	13%
"Elements of French"	488	84	572			85%	15%
"Petits Contes de France"	1633	265	1898			81%	19%
TOTAL for First Year ④	1944	527	2471			79%	21%
<b>SECOND YEAR:</b>							
"Le Petit Vocabulaire"	664	270	934			71%	29%
"Elements of French"	213	66	279			84%	16%
"L'Abbé Constantin"	1752	779	2531	563	130	79%	21%
"Le Voyage de M. Perrichon"	1151	374	1525	206	96	75%	25%
"Neuf Contes Choisis"	1603	734	2337	543	125	69%	31%
"Les Trois Mousquetaires"	1927	800	2727	618	235	71%	29%
TOTAL for Second Year ④	1289	2073	3362		655	38%	62%
TOTAL for Both Years	3233	2600	5833		655	55%	45%

① Represents words in the Henmon List.

② Represents words not in the Henmon List.

③ Indicates totals for columns I and II.

④ Total words found by counting actual number of words checked, not by adding totals for texts.

ularies in the texts, particularly those in the grammar and in the text prepared for the first year, were entirely different in kind. The vocabularies of "Elements of French" and "Le Premier Livre," as well as (to a certain extent) "Le Petit Vocabulaire," contained a large proportion of grammatical terms, many proper names, a considerable number of idiomatic expressions, and many verb forms other than the infinitive.

The Henmon List, naturally, is different in character, and does not contain such terms. Occasionally, however, the past participle form occurs, and frequently the infinitive of the same verb is absent. The text may contain the infinitive but not the participle form, or vice versa. It is also frequently the case that the adjective occurs in one list and the corresponding adverb form in the other. Many times, in the case of a word that may be either of two parts of speech, the word is given but once in the Henmon List without designating the part of speech, thus giving occasion for error in comparison.

It is evident from the study that there must, necessarily, be some considerable degree of error in making a comparison of this kind.

I have tried, however, to minimize such error, so far as possible, by disregarding the proper names, and by considering only the infinitive, and sometimes the past participle of the verbs.

My findings, as shown in the accompanying table, lead me to conclude that a considerable proportion of the words in the respective texts is found in the Henmon List, although there are a great many words not found in it.

In the various texts there is a very close overlapping of words which occur also in the Henmon List, while there is very little overlapping of those that occur in the different texts, but not in this List.

The percentage of words in each text, found also in the Henmon List, decreases gradually from 87% in "Le Premier Livre," through the successive texts, in the order of their occurrence in the course, to "Neuf Contes Choisis," which occurs next to the last in the list, with only 69% of words found in the Henmon List. The last book of the list, however, "Les Trois Mousquetaires," while having a larger vocabulary, has 71% of its words found in that List.

This gradual decrease in the percentage of words found in the List, and the corresponding increase in the percentage of unusual words

in the texts used leads me to the conclusion that in so far at least as difficulty of vocabulary is concerned, the course of study in French for the first two years of the Senior High Schools, has been well graded.

One apparent exception to this is, perhaps, to be found in the case of "*Neuf Contes Choisis*" which, although occurring before "*Les Trois Mousquetaires*" in the course, not only has the largest percentage of words exclusive of the Henman List, (31% against 29% in "*Les Trois Mousquetaires*"), but also has among these words a smaller number that have occurred in previous texts. Without doubt the greater frequency of unusual words in the former text is fully compensated for by the more extensive vocabulary in the latter, and by the greater simplicity of the stories in "*Neuf Contes Choisis*."

The number of words in the vocabularies

for the first year, 1944 found in the list of most used words, and 527 unusual words, 2471 in all, may be more than we can reasonably expect the average high school student of French to master; and the sum for the two years, 3233 in the List of most used words, with 2600 unusual words, totaling 5833, may seem exorbitant, but at least the increase in number and difficulty is reasonably progressive.

I believe it is reasonable to conclude that the vocabulary of the average student of French, at the end of the first two years will consist largely of the words that he has met in a number of texts, and that those unusual words that have occurred in one text only, will have been forgotten.

MARY E. MURRAY

University of Southern California.



## ASSOCIATION ACTIVITIES



### Another Year of Co-operation

The inspiration which comes through association and work with fellow-teachers whose interests are similar to our own, and through the splendid programs presented to us formally, is, I believe, one of the chief reasons for the existence of our Association. The opportunities of the majority of us to make contacts with the people whose languages we are teaching are limited. It is for this reason that addresses made by cultured Frenchmen, Spaniards, Spanish-Americans and Germans in their native tongue are the most appreciated numbers on our programs. They lift us out of the rut and the discouragement into which we may have fallen in the class-room. The practical benefit resulting from the consideration of common problems is, of course, always great.

Without doubt, in the minds of a great number of us, the task of first importance for our Modern Language Association would have to do with the Modern Foreign Language Study. Here we have very definite tasks that we may perform, which, though of comparatively small scope, may serve in the final great report as a bit of mortar in the firmer foundation of modern languages in the school curriculum. The Modern Foreign Language Study will assist and enlighten us in innumerable ways as to methods, possibilities and limitations in language study. As an Association, let us contribute to the national survey all possible assistance with the best of good will.

I imagine that the concern which grows upon all of us as the classes come and go, is that these boys and girls shall realize that the language which they are studying is actually used by millions of people to express the very same ideas and feelings that they themselves are experiencing every day; that they shall appre-

ciate the fact that there is much of the world's best thought which was not first expressed in English! Perhaps because of our shortcomings as teachers—perhaps not—the effect of the language class often does not pass beyond the four walls of the room, and so often it seems that no single liberal or educative idea gains entrance to the over-crowded brain of the modern child through his language study. Yet surely if the knowledge of a language can make for an understanding and sympathetic attitude toward the people of that tongue, we language teachers have in our hands a most potent tool with which to fashion, and a living flame with which to forge a sane world peace. Such aims and ideals actuate us all at heart, but how to work them out and apply them with a glorified spirit, through the painful drill and drudge—"ay, there's the rub!"

May we in this year of 1926 get much of the practical and the inspirational out of our Modern Language Association by putting much of ourselves into it!

GENEVA JOHNSON.

### THE DECEMBER MEETING

The Annual Institute Meeting of the Association was held December 17th in the Assembly Room of the Alexandria Hotel. Section meetings of distinct interest preceded the luncheon, which was served at the hotel to 175 members and guests. The program follows:

Addresses: "Our Latin American Neighbors," Dr. Rufus B. Von KleinSmid, President, University of Southern California.

"The Modern Foreign Language Study and Its Problems," Dr. V. A. C. Henmon, Advisor in Educational Psychology to the Modern

Foreign Language Study, New York, New York.

At the business meeting the following officers were elected for the ensuing year: President, Miss Geneva Johnson, Fullerton Junior College; Vice-President, C. D. Chamberlain, Willard Junior High School, Santa Ana; Secretary, Miss Catharine Stewart, Manual Arts, Los Angeles; Treasurer, S. L. Blacker, Belmont High, Los Angeles; Members-at-large: Miss Kate O'Neil, Junior College, Riverside; Miss Alice Hubbard, University of California, Southern Branch; Alonzo Forbush, Garfield High, Los Angeles.

The Association voted to affiliate as organization-member with the Council on International Relations.

The new Executive Committee at its first meeting on January 16th voted to appoint a committee to revise the constitution in keeping with certain changes that have become necessary. The Legislation Committee will submit a draft of the proposed alterations to the general meeting in April.

The Executive Committee also re-elected George W. H. Shield as Managing Editor of the Association publication and determined upon its continuance as a quarterly. It was further voted to change the name of the present Bulletin to THE MODERN LANGUAGES FORUM, as a more distinctive title in view of the enlarged scope and purpose of the projected periodical.

#### FRENCH SECTION

La séance de l'Institut de la section française de l'Association des professeurs de Langues Modernes eut lieu jeudi, 17 décembre, à Sentous Junior High School. Quoique le programme commençât de bonne heure, 9 h. 15 du matin, il y avait 75 assistants au commencement et au moins 100 personnes que écoutèrent l'excellent discours de Mlle. Jeanne Christie, professeur de français à Occidental College.

Mlle. Esther Reese, de Eagle Rock, a ouvert le programme en chantant d'une manière très charmante de belles chansons de France. Elle fut accompagné par Mlle. Marjorie Thorton au piano.

La réunion fut dirigée par le président, M. D. R. Brothers qui présenta, en quelques mots bien choisis, Mlle. Christie laquelle fut professeur de français au Constantinople Women's College avant de venir à Occidental College. Le sujet de son discours était le Stamboul de Pierre Loti et "l'Orient en Marche."

Mlle. Christie parut sur la scène en costume turc et donna une fort belle interprétation de la vie des femmes turques sous l'ancien régime des Sultans et leur évolution depuis la révolution des Jeunes-Turcs jusqu'à nos jours.

La séance fut levée et les membres se sont joints aux autres membres de l'association pour le déjeuner à l'hôtel Alexandria, et pour le programme de l'après-midi.

#### GERMAN SECTION

The December meeting of the German Section of the M. L. A. was a very interesting one. Dr. Alfred Karl Dolch of the University of California, Southern Branch, spoke on the Ideals and Activities of the German Club, giving us the results of his experience in the University of Wisconsin where the cultural side of the club work is especially fostered by the faculty. Dr. Dolch has been able to obtain excellent co-operation from the students in the Southern Branch. He has supervised the presentation of a Faust *Puppenspiel*; a *Schwank*, "The Student from Paradise," from Hans Sachs; a Schiller program and has been instrumental in organizing a group of students into a club orchestra which puts life into the singing of folk songs at the meetings of the club. His opinion regarding faculty direction of club activities is especially valuable since he has had experience where the faculty takes all of the responsibility and also where the students are actively in charge. He expressed the conviction that club activities will be increasingly profitable where the students themselves plan and execute the various projects. The function of the faculty should be wholly advisory never dictatorial.

Professor H. W. Church of Pomona College gave the section an interesting account of German club activities at Yale and at Wesleyan College.

A pleasant surprise for the section was the group of Christmas songs played by the club orchestra of the Southern Branch. The members of the section joined in singing "Stille Nacht," "Tannenbaum," and "O, du Fröhliche."

Mr. Valentin Buehner told the section of the work recently done by the committee in charge of selecting texts for German courses to be offered in the Los Angeles high schools. Elementary German will be taught in at least four local high schools in the spring semester. Several others are planning to offer German next fall. The text to be used for beginners is Schimdt and Glokke, "Das Erste Jahr Deutsch."

The section authorized the chairman to appoint a standing committee to study the problems of coordination in courses offered in high schools, the colleges and the university, the committee to report at the April meeting on a standard vocabulary for the first two years of high school German.

F. H. REINSCH, Secretary.

#### LOS ANGELES CHAPTER A. A. T. S.

The December meeting of the Chapter was held during Institute week, on Thursday morning, December 17, at 10:15 in the auditorium of Sentous Junior High School. The President, Miss Carol Dunlap, opened the brief business meeting by calling for a report of the nominating committee, who substituted the name of Miss Henrietta Way as Secretary, to complete the unexpired term of Miss Helen Snyder. After the election of Miss Way, a communication was read from the San Joaquin



Chapter, expressing its thanks for the benefit and entertainment received through the inspiring address of Mr. C. Scott Williams at a recent meeting of the new chapter.

Two amendments to the Constitution were passed:

First, that Article III, Section 4, which deals with the nomination of officers, stipulate that at least one of the nominees be a member of the existing Executive Committee.

Second, that Article VII, Section 1, read as follows: Regular meetings of the Chapter shall be held on the last Saturday of October and April in each year, but the December meeting shall be held during Institute week.

Mr. C. Scott Williams, Chairman of the Program Committee, introduced the speaker, Mrs. G. Adams Fisher, Manual Arts High School, who gave an address on the subject: "Glimpses of Spain." Mrs. Fisher, who recently returned from an extended visit in Spain, delighted the audience by the charming manner in which she presented "close-ups" of Spanish notables, and the fiestas in honor of Juan Valera.

The Chapter then voted to hold another social meeting the latter part of February, since the fall meeting at the Aztec Inn had been such a success. Adjournment followed.

HENRIETTA WAX, *Secretary*.



## FIELD NOTES

(Items of department activities and of personal mention are solicited for this column. The fullest co-operation is desired.)



### The Santa Clara County Institute

On Wednesday, November 25, 1925, the teachers of foreign languages of Santa Clara County met for Institute at the San José High School to discuss problems pertinent to the teaching of foreign languages. Mr. Gleason, vice-principal of the San José High School, was chairman of the meeting. He introduced Professor L. C. Newby of the State Teachers College of San José, who spoke on methods for improving the teaching of foreign languages. Basing his statements on questionnaires answered by some two hundred college students in his classes of Spanish, French and German, the speaker called attention to the lamentable condition still existing in many modern language departments in high schools. Of these college students questioned 46% stated that they had taken courses in either Spanish or French in high schools where the foreign language was seldom if ever spoken in the class-room. According to these students they learned little, retained practically nothing and found the language unappealing. All of the students almost without exception expressed a preference for the conversational method which, they stated, they found much more interesting, altho requiring more effort, and provocative of greater and more lasting results.

At the same meeting Miss Miller of the Spanish department of the San José High School gave a very interesting talk on her experience in the countries of South America. She illustrated the character of our neighbors to the South thru a relation of personal encounters and stressed the hope that Americans might learn to appreciate more their sterling qualities.

### San Luis Obispo Meeting

The modern language teachers of the California Central Coast Section met at San Luis Obispo December 15, 16, and 17. Professor E. C. Hills of the University of California spoke

at each session. The subjects of his addresses were as follows:

"What can we do to make the teaching of foreign language more effective and their study more useful?"

"The present trend of modern language instruction in the high school and its study by the national committee."

"The disciplinary and social values of modern language study."

After each address there was an hour of round-table discussion. About twenty-five teachers took part in the discussions. Much interest in the Modern Language Study was shown by those present, and they offered to do all in their power to help.

### The San Joaquin Valley

At the Foreign Language Section of the Teachers Institute held in Fresno during Thanksgiving week an address was delivered by Professor S. Griswold Morley of the University of California, who ably refuted some of the unthinking disparagement of language study which emanates from curriculum theorists. Mr. Colburn spoke briefly regarding the Modern Language Study and considerable interest was expressed in the problems which are announced for investigation. Some fifty language teachers, from Fresno and Madera Counties, attended this section meeting, at which the presiding officer was Miss Mitchell of the Fresno Technical School.

About thirty friends of Spanish studies gathered at the Hotel Fresno on the evening of November 23 for the dinner of the San Joaquin Chapter of the A. A. T. S. This is the youngest of the chapters,—now a little more than a year old; it has an unusual task in attempting to enlist in co-operation teachers residing in widely scattered communities. Along with the dinner a Spanish program was presented, including vocal duets, recitations and dance duets. Former National President,

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Mr. C. Scott Williams, Los Angeles, was guest of honor. He brought fraternal greetings from the Southern California Chapter, and gave a talk on "El Conquistador" which was highly appreciated. For the coming year the officers of the chapter are: President, Mrs. Elide P. Eames, of the Fresno High School; Vice-President, Miss Ysabel Forker, of the Bakersfield Junior College; Secretary-Treasurer, Miss Emma Schray, of the Washington Junior High School, Fresno. The Secretary should be informed of any new teachers of Spanish in the San Joaquin Valley.

The Fifth Annual Convention of the A. A. T. S. will be held on December 1926 at El Paso, Texas. Superintendent R. H. Hughes extends a most cordial welcome to all interested teachers, and would be particularly glad to have a large representation from California. This announcement is made now in order that local chapters may arrange for groups to attend. It may be possible to have attendance at this meeting count as "Institute." *¿Quién sabe?*

Friends and acquaintances of Professor John D. Fitz-Gerald of the University of Illinois will be glad to learn of his recent advancement to the Professorship of Romance Philology. This is but a merited recognition of the splendid services rendered by Professor Fitz-Gerald to the cause of Spanish letters and linguistics, to which he has contributed extensively, besides his publications in French and in German, as well as in English. In addition to his broad scholarship he has constantly appeared as a champion of better pedagogical practice.

Mrs. Yvonne Tuleja of Franklin High (L. A.) will spend the summer with her parents in Brittany. She is also planning short visits to England and Ireland, and perhaps to Spain.

The meetings of the "Cercle Marie Antoinette" at Franklin during this semester have included the following activities: Initiation of new members, Halloween party, musical program, social meeting, moving pictures of France, and a literary program.

The language clubs at Franklin presented one of the Assembly programs this semester. The Latin Club produced a Latin play most admirably, the Spanish Club gave Spanish songs in costume, and the French Club contributed scenes from the often-seen, but ever-amusing, "*Monsieur Perrichon*."

At a recent meeting of "La Gaviota," the Spanish Club of San Pedro High School, two students of the A10 Spanish class presented a dramatization of the first lesson of Crawford's "Preparativos para el Viaje" especially arranged by Dr. Pedro Flavio Jibaja, the new member of the Language Department of San Pedro High who is in charge of the Club. The scene was very well done and was amusing even to those who knew no Spanish. Girls dressed in Spanish costume announced the numbers on the program and helped to create the picturesque Spanish atmosphere of the occasion.

Teachers of Spanish are again reminded of the 2nd National Prize Essay Contest for excellence in Spanish Studies, which was inaugurated by "La Prensa" of New York City last Spring. Mr. José Camprubí, the publisher of the Spanish daily has decided to repeat the contest and \$3,500 dollars will be awarded to the five groups under practically the same conditions as prevailed last year. Californians, teachers as well as pupils, should realize the opportunities of this worth-while educational enterprise. The time limit for the presentation of the essay is April 1st, 1926. Please consult the advertisement elsewhere in this issue of the Forum.

An educational tour of great promise is offered interested teachers of Spanish and their friends by the Sixth Trip to Spain, under the auspices of the *Instituto de las Espanas*. The Western Group of this party will entrain under the joint leadership of Professor Schulz of U. S. C. and Miss Loly of the Pasadena High School. Both of these leaders are well-known members of the Los Angeles chapter of the A. A. T. S. and have served it faithfully and enthusiastically in various capacities. They merit every confidence for a thoroughly successful tour of Spain. Reservations are now being received.

Instructors of Spanish will be interested in examining "*Primer Curso de Inglés*" by C. T. Sparkman of the University of South Dakota. It reveals much in the teaching of English to the Spanish-speaking student. From Professor Sparkman's treatment one gets a new idea as to the relative importance of certain phases of English grammar and syntax. Many of the exercises would serve as alternate material for oral and written work. The phonetic notations are given according to the International system employed in the dictionaries of the United States and Great Britain. This book might profitably be brought to the attention of Spanish-speaking students in their study of English.

"*Le Cercle Francais*" of Fairfax has started with an enrollment of about one hundred and twenty pupils, all of whom are interested and enthusiastic. The first meeting was held in November and the Constitution was adopted. The December meeting was held in the Auditorium and an amusing little comedy "*L'Enfant Volé*" was presented. The pupils voted to do some Christmas philanthropic work and the result was the filling of seventy-five very beautiful cornucopias and presenting them to the French Hospital to be distributed to the poor children at their Christmas Eve party.

An interesting collection of Mexican souvenirs is on display in the Modern Language Office of the Fairfax High School. These articles have been collected by the teachers of the department in their recent trips to Mexico.

### Los Angeles City Institute

An unusually helpful program was offered to the foreign language teachers of Los Angeles City on the occasion of the December Institute. Dr. V. A. C. Henmon, Director of the School of Education at the University of Wisconsin and Advisor in Educational Psychology to the Modern Foreign Language Study, was the speaker on five successive afternoons. The high interest in the work of the national survey, now under way with the cooperation of the United States Bureau of Education and sponsored by the American Council on Education, was attested by the large attendance on each meeting. Especially gratifying were the informal after-sessions, lasting from one to two hours, at which lively discussion of the various problems of investigations on the Study's program took place. The City Institute program held at the John Adams Junior High School comprised the following:

**Monday—Addresses:** "A Preliminary Word on the National Survey Project," Mrs. Susan M. Dorsey, City Superintendent. "Achievement Tests in Modern Languages," Dr. V. A. C. Henmon, Director, The School of Education, University of Wisconsin.

**Tuesday—Addresses:** "The Practical Import of the Classical Investigation," Dr. Arthur P. McKinlay, Professor of Latin, University of California, Southern Branch. "Some Conclusions from the Classical Investigation," Dr. V. A. C. Henmon, Advisor in Educational Psychology to the Modern Foreign Language Study.

**Wednesday—Addresses:** "Some Reflections on Psychological Service in the Schools," Dr. Lotus D. Coffman, President, University of Minnesota. "Some Problems in the Psychology of Learning," Dr. V. A. C. Henmon, Director, School of Education; University of Wisconsin.

**REVISION**—The Department of Superintendence of the National Education Association is leading a movement for the revision of the curriculum which has become nation-wide,—the greatest cooperative educational enterprise since Charles W. Elliot led in the work of the Committee of Ten (1892). These studies are drawing the attention of teachers both to the elements which make up our common heritage and to the technique of building these elements into the lives of children. *The Committee on the Revision of the Curriculum of Modern Foreign Languages* consists of the following: Chairman, Wm. S. Snow, Assistant Superintendent, Boston; Maro S. Brooks, City Superintendent, Medford, Massachusetts; Jacob Greenburg, Director of Foreign Languages in Junior High Schools, New York City; Charles H. Handschin, Professor of German, Miami University, Oxford, Ohio; William R. Price, State Inspector of Modern Languages, Albany, New York; E. B. de Sauzé, Director of Foreign Languages, Cleveland, Ohio; George W. H. Shield, Modern Language Department, City Schools, Los Angeles, California.

### Los Angeles Foreign Language Tournament

The Fourth All-City Modern Language Contest was held at the Belmont High School on January 9th. Some 170 picked pupils from thirty-six junior and senior high schools met to decide which lead in the matter of foreign language study. The program consisted of the following contests in French and in Spanish: Junior High (A8),—(a) Oral: easy sight reading; (b) Written: sentences illustrating grammatical points studied. (A9): Verb Match: oral and written, covering the indicative, imperative and conditional modes of all regular, irregular, radical and orthographic changing verbs.

Senior High: (A9), Vocabulary Match: oral and written; (A10), Verb Match: oral and written; verb forms covering the whole conjugation of all verbs studied; (A11), Translation; use of idioms; (A12), Original composition topics to be suggested by A12 teachers and to be selected by the Supervisor.

#### The Individual Awards Are:

1—Gold Pin. 2—Silver Pin. 3 and 4—Honorable Mention (Certificate).

The Trophy Cups were won in Groups A (urban high schools) and in Group C (junior high schools), respectively by Hollywood and LeConte, each for the second consecutive time. Van Nuys is the first to qualify in Group B (suburban secondary schools).

The prizes and cups were bestowed in the several schools at a public assembly (Emblem Day or Scholarship Day).

The success of the contest was due to thoughtful planning and the untiring labors of Miss Belle Blatherwick (Berendo Junior High) and Mrs. Gladys Henry (Fairfax High), respectively chairmen of the Spanish and French sections, and to the able assistance of the members of the sub-committees.

"Educational Conditions in Mexico" was the subject of a very interesting illustrated lecture, given early in January under the auspices of the Americanization Division of the State Board, by Frances Toor, editor of "Mexican Folkways," of Mexico City.

Miss Helen Smart, Jefferson High (L. A.) finds her summer tour in England, France, Switzerland, Italy and Belgium a continuous source of inspiration for discourses with her pupils.

Former associates, pupils, and friends of Professor Felipe Morales de Setién will be grieved to hear of his sudden demise this month in Madrid. Señor de Setién was one of the earnest exchange professors of the Centro de Estudios, and served as such at Stanford and at the University of Southern California. He will long be remembered for his ardent interests in all things hispanic, for the brilliancy of his intellect, and for his gracious personality.



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